



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

401 N. Irving, Tucson, AZ 85711

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Joan Gilbert
Schedule : 08:00 AM to 04:00 PM
Grades : K-5
Web Address : edweb.tusd.k12.az.us/howell
Phone Number : (520) 232-7200
Fax Number : (520) 232-7201
E-mail : joan.gilbert@tusd1.org

Mission

We envision a community that builds life-long learning by cultivating curiosity, personal growth, and achievement.

We honor each school community member by providing opportunities and experiences to extend, enrich, and maximize individual potential.

We strive for maximum student achievement by providing a safe and caring learning environment that encompasses a positive and responsible school community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Striving to be a vision-driven school, we will increase our K-1 multiage students' math CCSA scores by 3.7%, from 66.7% to 70.4% mastery, as measured by an analysis of data on the CCSA.
- ü Striving to be a vision-driven school, our 2nd grade team will move 10% of their students' math scores, based on the CCSA, from approaching to meeting/exceeding in the 2005 CCSA math portion.
- ü Striving to be a vision-driven school, our 4th grade team will increase our current students' math scores from 2004 AIMS approaching category by 15% on 2005 AIMS scores as determined by an analysis of data on the 2005 AIMS.
- ü Striving to be a vision-driven school, our 4th grade team will increase our current students' math scores from 2004 AIMS approaching category by 15% on 2005 AIMS scores as determined by an analysis of data on the 2005 AIMS.

Enrollment

October 1, 2005 School Year Student Enrollment : 390
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 36

Instructional Programs

- ü Balanced Literacy
- ü Math Block 75-90 Minutes Daily
- ü Integrated Science Instruction
- ü Opening Minds through the Arts (OMA)
- ü 6 Trait Writing Instruction
- ü ESL instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Howell school will maximize student potential for success in academic achievement school by providing students with standards-based instruction complemented with a variety of co-curricular activities to stimulate intellectual development. School/home communication is supported by weekly classroom newsletters as well as monthly school wide newsletters.

Parents

Parents are expected to actively participate in the education of their child, monitor their child's academic progress, and support the school's goal of helping every child reach their full potential. Each parent, student, and teacher will read and sign a Learning Compact that outlines the responsibilities each one has for student success.

Transportation Policy

Desegregation students are transported to our school from our extended community according to the established policy.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Grant Funding for Summer Reading Program	2005
ü Highlighted in Third Space: When Learning Matters	2004
ü Benchmark School - Arizona Department of Education	2005
ü Rodel Foundation Teacher of the Year	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4704	80010	100	99	99	433	443	447	9	11	10	29	20	18	52	54	53	10	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2282	38935	100	99	99	427	444	447	9	9	9	32	20	19	53	57	55	6	14	17
Male	35	2422	40974	100	99	98	439	441	448	9	12	11	26	21	18	51	52	52	14	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	42	2729	34545	100	99	99	425	435	432	7	12	14	31	24	24	60	54	53	2	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	16	1370	35142	100	99	99	458	462	465	6	6	5	31	12	11	31	57	56	31	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	63	4110	69849	100	100	100	434	446	451	10	8	7	27	19	17	52	57	56	11	16	19
Limited English Proficient Students	11	739	14013	100	98	97	395	410	413	45	27	24	36	35	34	18	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	46	2469	39029	100	99	98	425	435	432	11	12	14	33	24	25	50	54	52	7	9	9
Non-Economically Disadvantaged	23	2235	40981	100	99	100	450	451	462	4	9	6	22	16	13	57	54	54	17	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4701	79438	100	99	98	444	446	451	6	10	9	36	27	24	49	55	56	9	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2284	38775	100	99	99	446	453	457	3	8	7	41	24	22	44	58	58	12	11	13
Male	35	2417	40560	100	99	97	443	440	446	9	13	12	31	29	25	54	52	54	6	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	42	2723	34297	100	99	98	438	438	434	5	12	14	40	30	31	50	52	50	5	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	16	1369	34887	100	99	98	455	465	471	6	5	4	31	18	15	50	62	63	13	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	63	4116	69850	100	100	100	451	451	456	2	8	7	37	25	23	52	58	59	10	9	12
Limited English Proficient Students	11	734	13856	100	98	96	396	403	407	18	29	27	73	44	43	9	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	46	2460	38685	100	98	97	436	437	435	7	12	14	37	30	32	54	53	50	2	4	5
Non-Economically Disadvantaged	23	2241	40753	100	99	99	462	456	467	4	8	5	35	23	16	39	57	62	22	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4706	79971	100	99	99	415	420	423	9	7	8	46	43	41	43	48	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2287	38974	100	99	99	432	432	437	3	5	5	47	36	33	47	57	57	3	2	4
Male	35	2419	40895	100	99	98	397	408	410	14	9	10	46	50	47	40	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	42	2724	34481	100	99	99	417	416	410	5	7	10	52	46	46	40	46	43	2	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	16	1373	35150	100	99	99	396	430	437	19	5	5	31	38	35	50	54	56	NA	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	63	4102	69713	100	99	100	422	426	429	6	5	5	46	41	39	46	52	52	2	2	3
Limited English Proficient Students	11	741	13985	100	99	97	375	378	382	18	19	18	73	56	54	9	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	46	2467	38994	100	99	98	407	414	409	9	8	10	52	47	47	39	45	41	NA	1	1
Non-Economically Disadvantaged	23	2239	40977	100	99	100	430	427	437	9	6	5	35	39	34	52	53	56	4	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	4554	80147	100	98	99	472	474	482	12	13	11	27	20	17	42	48	49	19	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2200	39281	100	98	99	475	475	483	8	11	9	27	22	17	50	48	50	15	19	24
Male	26	2352	40780	100	97	98	469	473	482	15	14	12	27	19	17	35	48	48	23	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	31	2529	33494	100	98	99	465	466	466	16	15	15	26	24	23	39	47	49	19	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	12	1383	36122	100	98	99	487	492	501	NA	7	5	17	14	10	75	51	50	8	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	46	3965	69852	100	100	100	479	479	488	9	10	7	22	20	16	48	50	51	22	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	2431	38371	100	97	97	475	464	465	18	16	15	21	24	23	36	47	49	24	13	13
Non-Economically Disadvantaged	19	2123	41776	100	98	100	468	485	498	NA	9	6	37	16	11	53	49	49	11	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	4563	79686	100	98	98	460	463	470	12	13	11	35	27	24	46	53	57	8	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2214	39163	100	99	99	466	468	475	4	10	9	35	25	22	58	57	60	4	8	10
Male	26	2347	40438	100	97	97	455	457	465	19	16	13	35	30	25	35	49	54	12	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	31	2525	33299	100	98	98	456	454	452	13	16	17	39	32	32	42	48	47	6	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	12	1388	35914	100	99	98	463	482	489	NA	6	5	33	19	15	58	63	67	8	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	46	3970	69878	100	100	100	466	468	475	9	9	8	33	27	23	50	57	61	9	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	33	2438	38095	100	98	97	459	452	452	15	17	17	30	32	32	45	48	48	9	3	3
Non-Economically Disadvantaged	19	2125	41591	100	98	99	462	475	486	5	9	6	42	23	16	47	59	65	5	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	4592	80372	100	99	99	477	474	475	NA	4	4	37	31	30	62	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2219	39452	100	99	99	488	485	488	NA	3	3	31	22	22	65	72	72	4	2	3
Male	26	2371	40836	100	98	98	466	463	464	NA	5	6	42	38	37	58	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	31	2551	33608	100	99	99	478	469	462	NA	5	6	35	33	36	61	61	57	3	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	12	1388	36213	100	99	99	468	486	489	NA	2	2	50	26	22	50	69	72	NA	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	46	3964	69846	100	100	100	481	480	482	NA	3	3	33	27	26	67	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	2454	38521	100	98	98	472	463	461	NA	6	6	48	35	38	52	59	55	NA	1	1
Non-Economically Disadvantaged	19	2138	41851	100	99	100	486	485	489	NA	2	3	16	26	22	79	69	72	5	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4552	79306	100	98	99	491	496	504	20	16	13	21	23	20	48	47	49	11	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2186	38845	100	98	99	502	496	505	11	14	11	29	24	20	46	49	50	14	14	18
Male	33	2365	40383	100	97	98	482	496	504	27	18	14	15	22	19	48	45	47	9	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	32	2530	32673	100	98	99	491	485	487	22	19	18	19	27	25	50	45	46	9	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	22	1420	36234	100	97	99	495	517	523	14	8	6	27	16	13	45	51	52	14	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	54	3979	69020	100	100	100	498	501	510	13	12	9	20	22	18	54	50	52	13	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	37	2380	37437	100	98	97	484	484	486	24	20	19	22	26	26	46	45	46	8	9	9
Non-Economically Disadvantaged	24	2172	41869	100	98	100	503	508	521	13	11	7	21	18	14	50	49	51	17	21	27

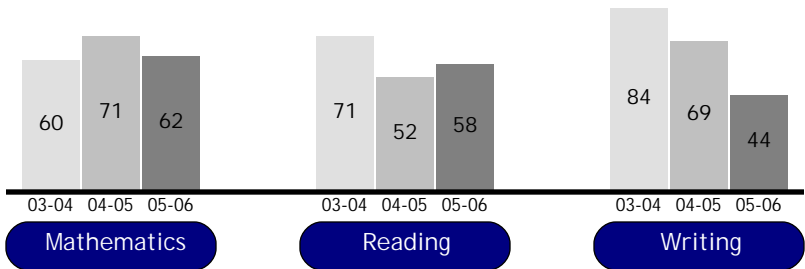
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4596	79000	100	99	98	480	483	489	8	11	10	34	28	24	52	54	58	5	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2204	38774	100	99	99	488	488	494	4	7	7	36	27	22	54	57	61	7	8	10
Male	33	2391	40150	100	98	98	474	479	485	12	14	12	33	28	25	52	53	55	3	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	32	2553	32508	100	99	98	478	473	472	6	13	15	41	34	33	53	49	49	NA	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	22	1435	36135	100	98	98	490	503	508	9	6	4	23	17	14	55	64	67	14	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	54	3979	69009	100	100	100	487	489	495	4	7	6	31	26	22	59	59	62	6	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	37	2403	37234	100	98	97	471	472	472	11	14	15	41	34	33	49	49	50	NA	3	3
Non-Economically Disadvantaged	24	2193	41766	100	99	99	495	495	505	4	8	5	25	21	16	58	60	65	13	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4607	79611	100	99	99	487	500	496	8	5	7	41	36	37	51	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2206	39016	100	99	99	516	514	511	NA	3	4	32	26	29	68	70	66	NA	1	1
Male	33	2400	40519	100	99	98	462	488	482	15	7	10	48	44	44	36	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	32	2557	32855	100	99	99	501	495	481	3	6	10	38	39	43	59	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	22	1445	36380	100	99	99	470	510	511	14	4	4	41	29	30	45	66	65	NA	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	54	3964	68947	100	100	100	496	509	504	6	3	4	39	32	34	56	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	37	2415	37626	100	99	98	480	492	479	8	6	10	43	41	45	49	52	45	NA	0	0
Non-Economically Disadvantaged	24	2192	41985	100	99	100	498	510	511	8	4	4	38	30	30	54	65	65	NA	1	1

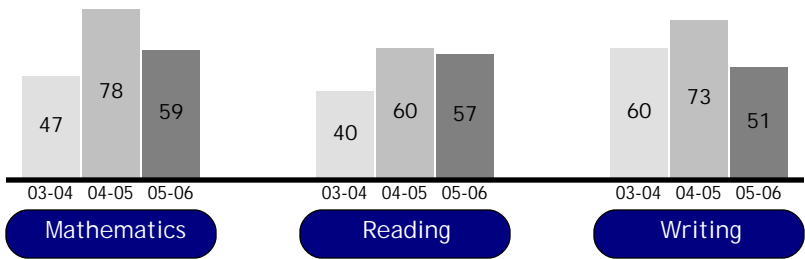
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	39	NA	58	99	46	43	47	100	52	44	46
	Language	100	30	45	50	99	40	42	47	100	48	44	48
	Mathematics	100	39	56	64	99	47	48	50	100	48	50	52
3	Reading	98	53	NA	55	98	38	41	44	99	41	43	46
	Language	100	61	56	61	98	36	40	44	99	39	43	46
	Mathematics	100	59	53	61	98	47	47	51	99	41	48	52
4	Reading	96	57	NA	56	100	47	43	48	100	50	46	52
	Language	98	52	45	52	100	49	44	49	100	46	48	52
	Mathematics	96	63	50	61	100	55	48	53	100	46	52	58
5	Reading	100	45	NA	55	100	53	46	50	100	50	50	56
	Language	100	40	41	49	100	49	46	50	100	52	50	54
	Mathematics	100	58	53	63	100	56	45	49	100	44	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Instruction/Curriculum
2 Non-certified Employee(s)	Ü Environment
5 Teacher(s)	Ü Intercultural Proficiency
5 Parent(s)	Ü Home/Community Partnerships
1 Community Member(s)	Ü Budget Overview
0 Student(s)	Ü School Safety Issues

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	3.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	5	0	0	0
7 to 9 years	0	5	0	0
10 or more years	1	8	1	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü Library/Media Center	Ü OMA/Music
Ü Literacy Book Room	Ü Family Resource Room

Extracurricular Activities	
Ü Band/Orchestra	
Ü Project Shine/Afterschool Classes	
Ü Integrated Fine Arts Programming	
Ü Early Birds Morning Program	

Social Services	
Ü Clothing Bank	Ü School Resource Officer
Ü Counseling Services/Crisis Intervention	
Ü Family Therapist	
Ü Volunteer Mentors/Tutors	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Peter Howell Elementary assessment scores average higher than the state and district in the majority of assessment areas.
- ü Peter Howell Elementary was selected as one of the top eight schools nationally for arts-integrated programming supporting academic achievement.
- ü Original research school awarded the OMA grant. Three years of WestEd research has revealed that OMA is significantly impacting student achievement as compared to control schools. OMA has been identified as a Best Practice in the state of Arizona.
- ü Identified as a Benchmark School by the state of Arizona for higher achievement compared to other schools with similar demographics.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A School Safety Team developed Comprehensive Safety Plan/Emergency Crisis Procedure to promote a safe and orderly climate for learning. This team provides staff development exercises to ensure preparedness for our students' safety.

We implement a school wide discipline policy, SOAR with 4, based on positive reinforcement and clear and consistent behavior expectations. This program is modeled after Positive Behavior Support Programs.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Linda Perry	(520) 232-7218
Transportation Policy	TUSD Transportation	(520) 225-4812
Community Resources	Linda Perry	(520) 232-7222
School Nutrition Programs	Jackie Hasselbusch	(520) 232-7223
Parent Organization	Sue Arnpriester	(520) 232-7200
Student Health/Nurse	Mrs. Barbara Cook	(520) 232-7217

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.